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ABSTRACT

This paper describes the procedures for developing and delivering a training program designed to enhance the language ability and teacher training skills of lead teachers of English in the Czech Republic. The described program was funded by PHARE, a European Commission funding source dedicated to strengthening and enhancing the skills, knowledge, and abilities of Eastern European educational and administration systems and structures. The goal was to develop the linguistic ability and methodological skills of 1000 Czech teachers of English at the K-12 level. The inception, development, and delivery phases of the project are described. Much of the paper is devoted to the evaluations of the Czech teachers participating in the program. It was found that they were at first surprised and unsure of how to react to a program that asked them to contribute and reflect upon their previous teaching experience. Interest is expressed in obtaining further training on computer uses in the classroom, special training for teachers of special needs children and minorities, and more opportunities for teacher research projects. Numerous graphics and tables are included. (KFT)

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TEACHER TRAINING IN THE CZECH REPUBLIC

By Patricia Delamere

Introduction

This article describes the procedure followed in order to develop and deliver a training program designed to enhance the language ability and the teacher training skills of lead teachers of English in the Czech Republic.

The project was funded by PHARE, a European Commission funding source intended for projects which strengthen and enhance the skills, knowledge and abilities of Eastern European educational and administration systems and structures. The objective of the project was to develop the linguistic proficiency and methodological skills of over 1000 Czech teachers of English at the Primary and Secondary levels who work in the many school districts in the Czech Republic. This was considered necessary by the Czech Ministry of Education and the European Commission after new Czech legislation mandated that English be taught at the Primary level. The challenge facing the project leader and the teaching team was to devise a sound pedagogical program that would meet the goals of the official project contract given the funding and time available, and at the same time that would involve the relevant counterparts in the Czech Republic so that the program would be culturally, administratively and pedagogically acceptable. In this way some degree of success could be expected.

We will first describe the steps followed in setting up the project in the *inception phase*, which involved establishing initial contacts in the Czech Republic at the European, governmental, and regional school level. We will then describe how degrees of resistance were managed and a collaborative atmosphere was established. Next, the *development phase* will be covered including how the instructional program was designed working at the grass roots level so that ownership of the program remained in the hands of those who were to be the recipients. Then the *delivery phase* will be briefly covered. This phase constituted of 3 intensive modules with 9 mini-courses which were delivered over the period of one academic year. Finally, the results of 3 module evaluations and one final program evaluation will be discussed.

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Background to the Project

Since the Velvet Revolution of 1989 Czech institutions have undergone reform. The educational system in particular has gone through many changes. European support has been provided and under one such programme, the 1992 Phare Programme (CZ9204CZ) entitled 'Reform of the Educational System', approximately 1,000 primary school teachers received training for upgrading their professional language skills. These teachers taught in grades 6-9 of primary schools as no foreign language was provided below grade 6 under Czech law at that time. Later, in 1995 Czech legislation approved an amendment to the relevant legislation following a recommendation of the Council of Europe so that foreign languages could be taught in grades 4 and 5. This change has been under full implementation since the 1997/8 school year. However, in order to implement this change effectively, the qualifications of primary school teachers once again needed to be upgraded. Some preparatory activities had started but a major training exercise remained to be carried out. For this purpose, methodological guidelines were prepared by the Czech Ministry of Education, Youth and Sports with the support of Swiss and British bilateral assistance. These guidelines were called "language and methodological training of primary school teachers in English and German language teaching in grades 4 and 5". Based on these guidelines a second Phare project proposal (CZTAF 9507-01-04-01-01-0001) - 'Developing Language Skills of Primary School Teachers' was prepared by the project team in Madrid (the Universidad Europea de Madrid's Department of Applied Languages and a consultant firm) and the tender was presented in Brussels. The objective of the project was to help improve the qualifications of teachers of English and German in primary school grades 4 and 5, in order to meet the criteria set out by the new legislation. The number of selected teachers was 1.011.

The proposal was subsequently accepted by the European Commission for execution within the 1998-9 academic year and funding of 150,000 ecus was granted.

The Project Development

(1) Inception Phase

During the inception phase three visits were made by the project leaders to the Czech Republic. These visits were made during July and August of 1998. Each visit was made to cover specific content vital to the establishment of a viable project, to gather information for the project, establish initial relationships and set up lines of communication for further collaboration and successful development of the project. Meetings were held with the departments of Education, Youth and Sports, International Relations and European Integration, and Conception and Organisation of the Educational System at the Ministry of Education. Similar meetings were held with the department of Foreign Assistance at the Ministry of Finance, and finally with the department of Human Resources Development at the European Delegation.

During these meetings the project leaders became aware that like all bureaucracies the Czech Ministries were complex and whose departments apparently functioned independently of one another. Each department visited offered a different degree of clarification about the needs of their foreign and second language teachers. This was puzzling to us as the Czech Ministry of Education had been responsible in the first instance for requesting Phare funds for the area of Education for the 1998-9 year. Some information, however, was provided but not always directly nor from the most obvious sources. We were informed that there were a little over a 1000 teachers needing training (a fact we already knew from the methodological guidelines made available to us earlier but which were little more than a photocopy of something that we would later be given called Project G). All other information had to be requested by us, such as the existence of a network of teachers centres in the Czech Republic and little or no collaboration between the universities and the teachers centres.

However, the financial issues regarding who were the decision makers and how the billing was to be done were directly and quickly covered .It became clear that in order for the project to function smoothly regarding project costs incurred in country, a Czech partner for the implementation phase should be named. We momentarily considered a department of the Ministry of Education but very quickly

saw that our needs and the needs of the project would be better served by finding a grass roots partner: a university English department a local school district or a teachers centre. We also considered the British Council office, but later learnt that they had tendered for the project and we were therefore cautious in this area. Background information as to previous training was not so forthcoming and we began to wonder how far this resistance to an outside agent providing in-house training would reach. Similarly, we wondered who else had tendered unsuccessfully for the project funds in Brussels.

However, three young and dynamic Ministry employees provided the most relevant information for our project and it was clear that the younger generation of Czechs were demonstrating a real desire to move their country ahead and were fully prepared to work in an atmosphere of transparency and frankness. We learnt that there indeed had been a good deal of teacher training over the past ten years. We learnt that several local tenders had been made to Brussels including one from a teachers centre in Olomouc that had some reputation for organising training courses that were both pedagogical successful and financially viable despite little or no formal support or structure from the Ministry in Prague.

This lack of programming structure from Prague for teacher training projects in the rest of the Republic may have occurred because of the diverse nature of the pedagogical centres (some of which fall under the auspices of the Ministry of Education and others are under local district control). However, one of the significant issues for the current project was the need for a Czech partner. Most Phare projects are co-sponsored which is to say that the recipient country must fund a proportion of the costs and in the case of our project this amount was 22,500 ecus to be paid from the Ministry of Education's 1998-9 budget. A Czech partner therefore would not only assist with logistics but also enable disbursement of these funds. Several suggestions were made to us (Charles University in Prague, the Palacky University in Olomouc or Brno Technical University) but independent reference was made on various occasions to the existence of a pedagogical centre in the town of Olomouc whose director had the reputation of being an excellent

manager and who had an established network of contacts with others teacher centres throughout the Republic.

(2) Development Phase

After initial telephone contacts, a second visit was planned in order visit Olomouc where we met with PaedDr. Vaclav Jasek at the Pedagogical Centre Reditel SISS, in Olomouc a centre serving 160 pre-primary schools, 100 primary and 32 secondary schools. In discussions with PaedDr. Jasek and his support staff we learned that an active training program entitled Project G (English Language) and its counterpart program Project N (German Language) had been running for approximately three years. The projects appeared to have had a great deal of local success, due in part to the organisational skill of the Mr. Jasek and to the prior work of a Mr. and Mrs. Gardner, an English couple who had been teaching English in Olomouc from 1993-5 (and whose 3 module outline of a standard basic teacher training course had been given to us as the guidelines document for our project tender). A system had been set up whereby approximately 120 teacher-trainers (currently full time secondary school teachers) had been receiving training in language teaching methodology and language skills to various levels of competency by British Council and individual native teacher trainers These Czech teacher trainers had then in their turn by a cascading effect been providing basic teacher training to Czech primary school teachers (approximately 1,000 plus) in school districts throughout the Czech Republic, on a 6 hour - weekly basis throughout the school year.

There was no doubt that our project's objective would be best served by building on the work already started in Olomouc. We felt that through our project we might be able to provide support, structure and form to the efforts of SISS and enrich and enhance the existing training program by providing new and innovative content. PaedDr.Jasek was invited to be a partner and a subsequent agreement was reached to this end.

Visit to Summer Course in Moravia

In response to an invitation by PaedDr Jasek, the project leader again travelled to Olomouc to observe an intensive 4 day summer training course in Kosouv, a small town near Olomouc in the heart of the Moravian countryside. The project leader teacher trainers (6) imparting courses to a primary school teachers (45) from several regional school districts. The teachers were receiving courses in language skills and language teaching methods. The project leader was impressed by the professionalism of the teacher trainers and their dedication to their work. They informed that they had been trained primarily by the British Council (who had offices in Prague, Olomouc and other large centres and who regularly funded in-service workshops bringing together local talent). Their trainees were nearly all young university graduate school teachers who demonstrated a delightful openness to new ideas. The national character of the Czechs seemed to be reflected in their quiet sense of team work and disciplined attention to the detail of their classes.

The visit was especially successful for the project leader as the personal and professional relationships essential to a successful educational project were established: initial trust and respect and subsequent enjoyment at working with new and congenial colleagues.

Training Needs Assessment

During this visit a needs assessment was carried out to determine the level of knowledge and skills of the teacher trainers, the level of competency of Czech primary school teachers and desired training needs . The project leader met several key people working at the pedagogical centre in Olomouc and it was deemed important to establish a local (Olomouc) working committee for the project so that local efforts would be recognised in the official project reports that were to be presented to the Steering Committee in Prague and disseminated to all parties involved with the project's funding (Madrid, Brussels, Prague).

The Working Committee supported the project leader's view that the primary recipients for our project should be the 100+ teacher trainers and the following training areas were determined:

(a) Training workshops to present up-to-date classroom techniques for dealing with such issues as mixed ability classrooms, conflict management, cultural issues.

(b) Training seminars in the use of computers in the classroom and familiarity with the commercially available materials for use with computers.

(c) Training seminars in the areas of knowledge and skills that could be called *personal development for teachers*, such as the skills with which to carry out teacher initiated classroom research in order to be able to find solutions to local problems.

(d) as well as workshops in learning styles, materials development and so on.

During this visit contact was also made with British Council co-ordinators in Olomouc and Prague, who showed interest in our project and provided background information for the project leader about previous training and an important working relationship was established.

Design of the Project

After the important summer meetings we re-evaluated our initial project program and found that we could proceed but only with several adjustments. The initial training program had been written blind and consisted of a competent, but generic training syllabus. A new decision was made to offer training in three modules and in collaboration with the Czech partner dates were established for delivery of these modules (October 1998, January 1999 and April 1999). 9 mini-courses were designed and some changes made to the teaching team made up of lecturers from the University in Madrid and outside experts in primary education, including several children's book authors. It was also considered essential to carry out a further needs assessment at the end of Module I, in addition to the Module evaluation, in order to gather information regarding expectations and needs for the multimedia course in January and at the request of the lecturer a third needs assessment for the materials development course at the end of Module II . Also at this time a Steering Committee was formed (in addition to the local working committee) and five meetings where held in Prague at the Ministry of Education during the life of the project.

Responsibilities of the Czech Partner

The Czech partner was responsible for disseminating information about the project to the teachers' centres with whom he had traditionally been working. Most of these were regional centres. Centralised teachers' centres were informed by means of a communication between Madrid and the Department of Conception and Organisation of the Educational System at the Ministry of Education. In addition, the Czech partner would be responsible for establishing the criteria for selecting and organising the teacher trainers into homogeneous groups, both for English and German, to receive the training, given that the criteria for grouping was determined as + *previous training* or - *no previous training*. The Czech partner was also responsible for establishing the location for the training and the provision of any necessary resources on site and during the training the local team was involved at every step in making technical decisions. Indeed for the multimedia course SISS managed to successfully set up and maintain for a week of training 15 borrowed computers connected to the internet with one telephone line at the teaching site in a hostel in a village of about 100 inhabitants.

Program Structure

The mini-courses were designed and delivered a follows

Module I: Current Theory and Practice in Foreign Language Teaching (October '98)

	Groups	Days		
		Day 1	Day 2	Day 3
	A	Classroom Research	Pronunciation	Mixed Ability
	B	Pronunciation	Mixed Ability	Classroom Research
	C	Mixed Ability	Classroom Research	Pronunciation
	A	Classroom Research	Pronunciation	Mixed Ability
	B	Pronunciation	Mixed Ability	Classroom Research
	C	Mixed Ability	Classroom Research	Pronunciation
	A	Classroom Research	Pronunciation	Mixed Ability
	B	Pronunciation	Mixed Ability	Classroom Research
	C	Mixed Ability	Classroom Research	Pronunciation
	A, B&C	Round Table Discussions	Round Table Discussions	Round Table Discussions

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Dealing with Mixed Ability Students in the Primary Classroom: presented ways in which to deal with mixed ability classes so that students may do the same task at different levels: peer teaching, flexible tasks, quick finishers.

Pronunciation and Phonetics: had as its objective the improvement of pronunciation and intonation in the primary classroom through communicative tasks, songs and dialogues paying special interest to Czech phonetic problems.

Classroom Research : Part 1- theory. Classroom Research : Part 2- practice: introduced participants to the theory behind action research and illustrated the practical realities of carrying out classroom research: how teachers can ask appropriate questions, plan small changes or interventions in their classes, put this change into action, observe the results and disseminate the findings. It illustrated how teachers can speak with authority about their work and their profession.

Module II: Multimedia & Materials in Foreign Language Teaching (Jan 1999)

	Groups	Days		
		Day 1	Day 2	Day 3
	A	Learning Styles	Course Book Analysis	Course Book Analysis
	B & C	Course Book Analysis	Learning Styles	Learning Styles
	A	Learning Styles	Course Book Analysis	Learning Styles
	B & C	Course Book Analysis	Learning Styles	Course Book Analysis
	A, B&C	Multimedia	Multimedia	Multimedia
	A, B&C	Multimedia	Multimedia	Multimedia

The Significance of Learning Styles and Strategies in The Primary Classroom : looked at various inventories of learning styles in the literature. Implications for the classroom were discussed as well as participants own learning style preferences.

Analysis of Course-books: presented a framework for evaluating course-books. The principal course-books available today (Chatterbox and Boomerang, Richmond/Santillana, Spain) were analysed and discussed.

Multimedia and the New Technologies for Teaching English as a Foreign Language: was divided into two sections: (a) an introduction to the internet and its teaching applications (e-mail, search engines, teacher resources), (b) a multimedia presentation of nine useful multimedia programs including: *Dr. Seuss' ABC, Just*

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Grandma and me, and *The Hunchback of Notre Dame*. During the self-access workshops 24 other multimedia programs were presented and discussed.

Module III: Teachers as Researchers and Material Developers (April 1999)

	Groups	Days		
		Day 1	Day 2	Day 3
	A	Teachers Projects	Mat. Development	Motivation
	B	Mat. Development	Motivation	Teachers Projects
	C	Motivation	Teachers Projects	Mat. Development
	A	Teachers Projects	Mat. Development	Motivation
	B	Mat. Development	Motivation	Teachers Projects
	C	Motivation	Teachers Projects	Mat. Development
	A	Teachers Projects	Mat. Development	Motivation
	B	Mat. Development	Motivation	Teachers Projects
	C	Motivation	Teachers Projects	Mat. Development
	A, B&C	Publishers	Publishers	Publishers

Methods and Techniques for Motivating Students at the Primary Level: presented a number of different activities for maximising student motivation: games, songs and other recyclable activities that require minimum teacher preparation.

Materials Development: looked at types of materials that can be developed by teachers and children e.g. story boards and games and a variety of ways in which the material could be used in class for whole group work, small groups, pairs and individuals.

In addition to the formal classes, a series of round - table discussions would be held during the evening sessions to support the content of the morning and afternoon classes, and in the case of the Multimedia courses, practical sessions would be offered in the evenings. Several publishers were invited to present materials and Longman (Czech Republic) and Santillana (Spain) collaborated.

Additional Materials

All material: students books, teachers books, teacher training manuals and handbooks and multimedia applications presented during the program were presented to SISS for its teacher resource library. Additionally participants received materials from two publishing companies Longman (Czech Republic) and Richmond/Santillana (Spain) who collaborated with the project. Longman representatives gave a presentation and presented each teacher with a copy of all the

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materials shown. Richmond/Santillana did not attend but presented each participant their new *Handbook for English Teachers* 8 book series edited by Paul Seligson as well as the *Boomerang* series teacher's books and course books. It is important to recognise the differential in relative salaries and costs of materials in the Czech Republic and so every effort was made to provide tapes , videos and diskettes of the materials, activities, games presented in the training program

Evaluation Phase

(1) Module Evaluations

Evaluations were done by means of the following questionnaire, completed at the end of each module by each participant .

MODULE EVALUATION FORM

Complete the form, indicating with a "x" how far you agree or disagree with the following statements.

			1	2	3	4	5
1.	The difficulty level of the three-day program was appropriate for my needs						
2.	The mini-courses selected were of interest to me as a teacher-trainer						
3.	Generally speaking, the topics of each mini-course were developed sufficiently in the time available						
4.	Generally speaking, the course leaders covered the objectives of each mini-course						
5.	Generally speaking, there was a good balance between theory and practice in the mini-courses						
6.	I feel I have acquired new knowledge in the areas taught						
7.	I feel I have acquired new skills in the areas taught						
8.	I feel capable of applying these new skills to my own teaching						
9.	I feel capable of passing on these new skills to other teachers						
10.	Generally speaking, the course leaders had good control of their subject areas						
11.	Generally speaking, the course leaders gave clear explanations and examples						
12.	Generally speaking, the course leaders generated a dynamic group atmosphere						
13.	The dates of the program were appropriate						
14.	The distribution of hours was appropriate						
15.	The length of the program was appropriate						
16.	The installations were appropriate						

17. Please comment on the aspects of the program that you found most useful
18. Please comment on the aspects of the program that you found least useful
19. Please comment on any changes you would like to see in the next part of the program
20. Please comment on any other suggestions that you would like to make

Average Scores for participant ratings for each module

We were interested in average scores for each module, thus scores for the first 16 questions of each module were averaged and are displayed below.

Figure 1 shows the range of scores given by participants for the first 16 questions in Module 1.

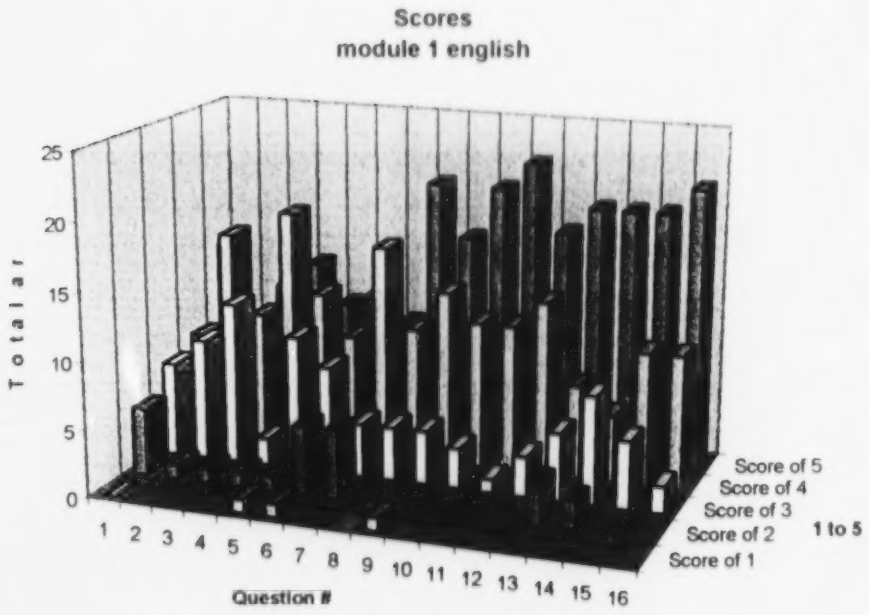

fig. 1

Figure 1 shows the range of scores given by 50 participants for the first 16 questions in Module 1. It shows a wide spread of responses to the questionnaire. In general, the participants appear to have felt that they could apply the new skills acquired and

pass them on to others while at the same time expressing some doubt in the following areas: question 2 (*the mini courses selected were of interest to me as a teacher trainer*), question 4 (*generally speaking the course leaders covered the objectives of each mini-course*), and question 6 (*I feel I have acquired new knowledge in the areas taught).*

Figure 2 shows the average scores for Module 1.

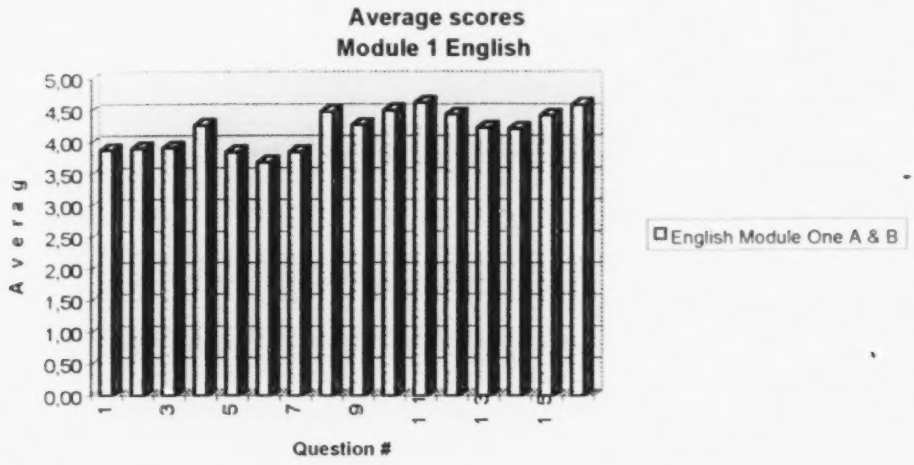

Fig. 2

Figure 2 shows the average scores for Module1. The average score across all scores was 4.19. The average score for question 2(*the mini courses selected were of interest to me as a teacher trainer*) was 3.90, for question 4 (*generally speaking the course leaders covered the objectives of each mini-course*) 4.25, and question 6 (*I feel I have acquired new knowledge in the areas taught)* 3.70.

Module II

Figure 3 shows the range of scores given for the first 16 questions in Module 11

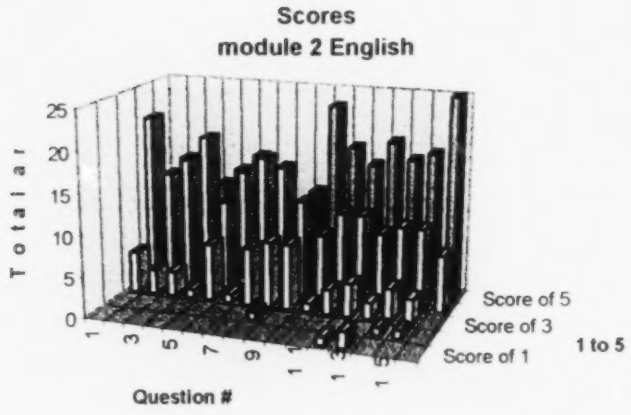

Fig. 3

Figure 3 shows that the scores for Module II have a narrower spread than those for Module 1, indicating a slightly higher level of satisfaction on most questions. However, some insecurity was expressed in the participants' ability to apply the newly acquired skills in their classroom as well as pass them on to others: question 7 (*I feel I have acquired new skills in the areas taught*), question 8 (*I feel capable of applying these new skills to my own teaching*) and question 9 (*I feel capable of passing on these new skills to other teachers*). This may be due to the innovative aspects of the multimedia course which presented many complex and new skills in a very short time. Indeed in personal conversation with the participants we learnt that many of them had never handled a mouse or used a computer before.

Figure 4 shows the average scores for Module II.

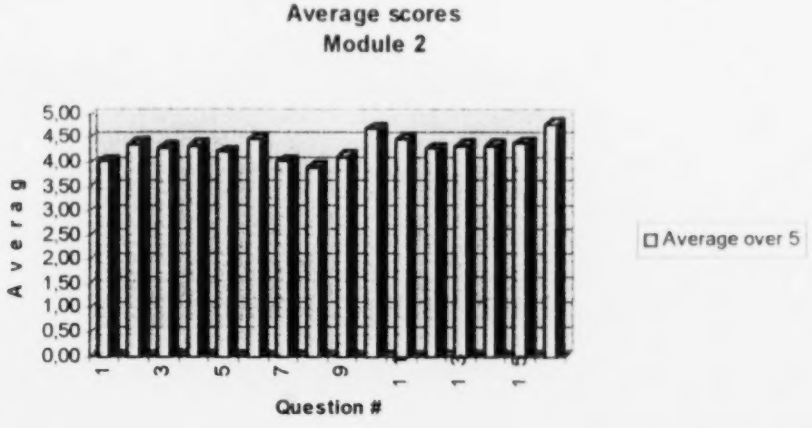

Fig. 4

Figure 4 shows the average scores for Module 11. The average score across all scores for this Module was 4.32.

Module III

Figure 5 shows the range of scores given for the first 16 questions for Module III

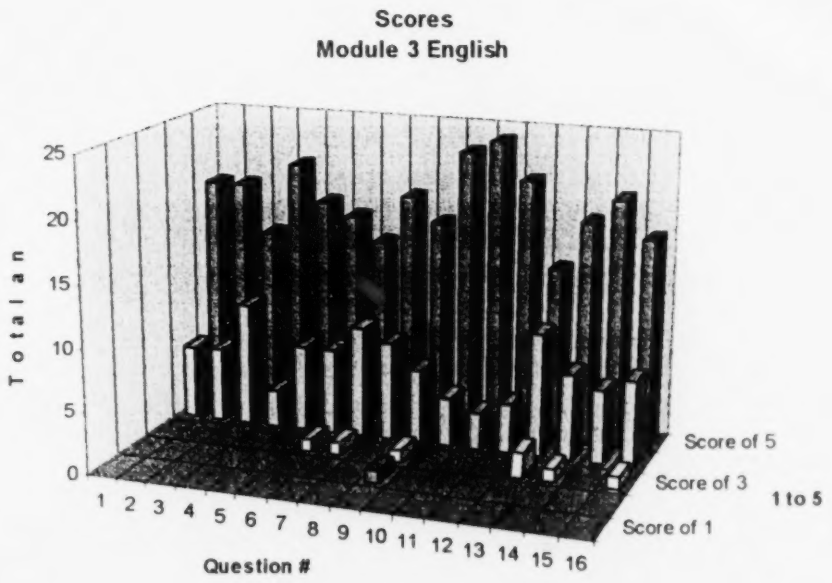

Fig. 5

The range of scores for Module III is much narrower than for the previous 2 modules indicating a high level of satisfaction. Only 4 participants rated question 4 (*generally speaking the course leaders covered the objectives of each mini-course*) with a score of less that 5.0, and only 10 participants rated the question 8 (*I feel capable of applying these new skills to my own teaching*), and question 9 (*I feel capable of passing on these new skills to other teachers*) with a score less than 5.0

Figure 6 shows the average scores across the first 16 questions for Module III

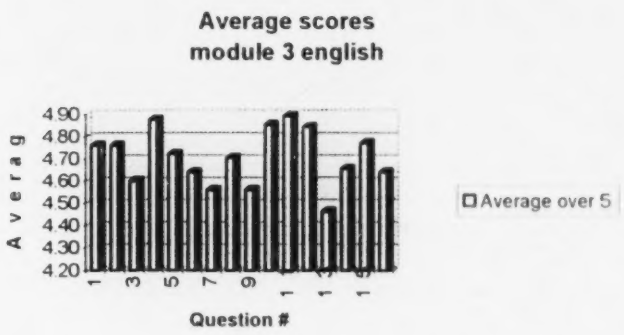

Fig. 6

The average score across all scores was 4.71. The average score for question 4 (*generally speaking the course leaders covered the objectives of each mini-course*) was 4.89. The average score for question 7 *(I feel I have acquired new skills in the areas taught*) was 4.55, for question 8 *(I feel capable of applying these new skills to my own teaching*) was 4.7 and for question 9 (*I feel capable of passing on these new skills to other teachers*) was 4.55.

Participant Responses to Questions 17-20

Participants were invited to give us their opinions in more details on various aspects of the program. The following is a summary of their comments.

In general with respect to Module I the participants felt that the mixed ability course provided them with useful ideas for the classroom and similarly the classroom research course encouraged reflection and personal development. With respect to Module II participants found the multimedia training to have been the most useful. They had not liked the spoken presentation on the use of the internet and would have preferred the time available to have been devoted entirely to practical hands-on sessions. They stated that they had lost their initial fear of using a computer and that they felt proud to be able to manipulate it and begin to use it as a classroom resource. They stated that the course book analysis course which had introduced the *Boomerang* series (Richmond/Santillana) had been of great interest, as had the learner styles workshop. They requested further multimedia training in smaller groups. With respect to Module III, the participants stated that they had enjoyed the classroom activities, the materials development and the classroom research courses. They stated that in the future they would like to receive training in the following: alternative methodologies (such as Silent Way, Suggestopedia, Community Language Learning, Learner Training and Learner Autonomy.) They also expressed a need for further training in how to deal with disadvantaged children, such as children with learning problems (dyslexia) and students from disadvantaged backgrounds.

Preliminary Conclusions

It appears from the data above that the participants were unsure at the beginning of the program whether their needs were going to be met, shown by their mixed ratings. However, their responses showed more uniformity after the second module, expressing a higher level of satisfaction. The data for module III show that participants were very positive about the topics and contents of the courses and the average scores show a steady improvement in rating: Module I –4.19 or 83%, Module II- 4.32 or 86% and Module III - 4.71 or 94%.

(2) Final Program Evaluation

From personal communication with the participants it appeared that many of them were initially surprised by the nature of the program. They stated that they had been used to workshops which provided them with what we might call *instant recipes* or ready made activities for use in the classroom. They were not expecting to be challenged or encouraged to reflect on their own personal ways of teaching. The classroom research and materials development courses had stimulated them in an unexpected manner. It was therefore determined that a final evaluation would be useful. The following questionnaire was employed for this purpose:

Universidad Europea de Madrid / SISS, Olomouc
FINAL EVALUATION QUESTIONNAIRE

Phare Programme: Developing Language Skills for Primary Teachers
October 1998 – April 1999 Olomouc, Czech Republic

How would you rate the training program as a whole:
(please answer in your own words with *short phrase*)

(1) My general expectations of a training program were met (0% - 100%)
(2) I was initially surprised by the nature of the program (0% - 100%)
please say why.....

(3) I felt I *personally* benefited as *teacher* most from (choose one)
_____first module – why?
_____second module – why?
_____third module – why?
(4) As a *Teacher Trainer* I learnt more new information, that is *knowledge, skills* that *I can pass on to my own trainees,* on the (choose one)
_____ first module – why?
_____ second module – why?
_____ third module – why?
(5) What suggestions can you make as to how this program could have been:
(a) Better organised by the project leader?

(b) Better organised by SISS?
(c) More appropriate course content?
(d) Better prepared lecturers?
(e) Better materials provided?

(6) Please use this space to make any comment that you feel is important.

Comments on the Final Evaluation

The answers to this questionnaire were analysed and with respect to question 2 (*I was initially surprised by the programme*) participants recorded their initial degree of surprise at the nature of the program at 48%. This may have been due to the fact that the program offered them mini-courses and workshops that were new to them (multimedia, classroom research, materials development) and that there was an innovative mix of courses that attended to their personal development as teachers as well as their professional development as teacher trainers. With respect to question 1 (*my general expectations of a training program were met*) participants recorded a 89% degree of satisfaction with the program, which indicates to us that on balance the participants understood what the program was trying to offer (indeed, personal correspondence and conversations with the participants confirms this), and that they appreciated and benefited from it.

Preferred Module

With respect to question 3 (*I personally benefited most from...*) and question 4 (*as a teacher trainer I learnt more new information.....)* figures 7 and 8 below show that Module 111 was the preferred module for both personal and professional development.

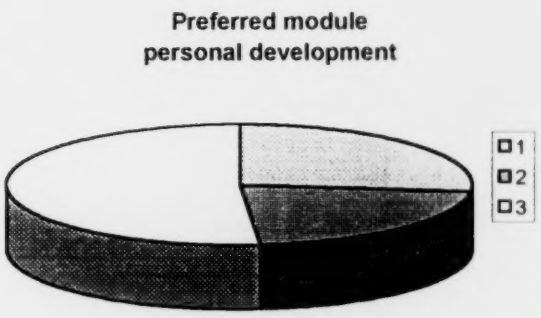

fig. 7

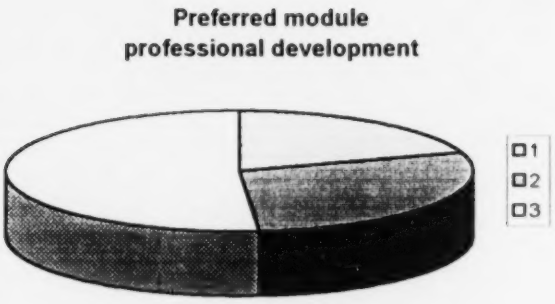

Fig. 8

Conclusions

The findings of the separate module evaluations support the conclusions that can be drawn from the final program evaluation. It is clear that Module III was the preferred module for both categories. Module 1 rates lowest in both categories, and slightly lower in professional development. Module 2 is consistently rated in both categories. It would be difficult to argue that the difference between Modules I and II were meaningful. However, it appears that participants were clear about their satisfaction with Module III and furthermore, it seems that if professional expectations are met (89%), then it may be difficult for teachers to distinguish between degrees of satisfaction in personal development from professional development. These findings together with the overall average score of 4.35 or 87% (shown below in figure 9) for the three modules supports our conclusion that the training program had been received with a high degree of participant satisfaction.

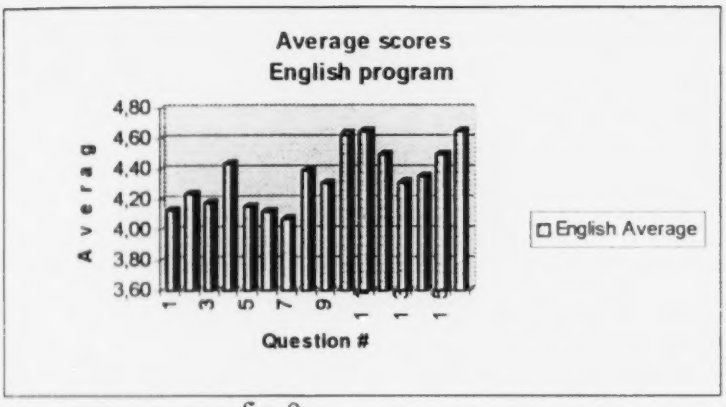

fig. 9

Summary

In the final report submitted to the Steering Committee recommendations were made regarding further training and/or future projects. Among those mentioned were the following: additional training in the use of computer applications in the classroom, special training for teachers of disadvantaged, minority students and students with special needs. Furthermore, many participants expressed interest in being involved in teacher-research projects. Many informed us that they were or had been involved in Comenius projects which are European Commission funded junior and high school student and teacher exchange projects. It was clear that the Czech Republic was taking full advantage of funds available for educational development and we were pleased to have been involved. It is hoped that we have made a small contribution to enabling and empowering Czech teachers and administrators to be able to prepare their own projects and submit proposals as full members of the European Community in the near future.